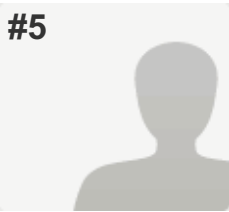


#5



## COMPLETE

**Collector:** Web Link 1 (Web Link)

**Started:** Wednesday, June 24, 2015 11:35:31 AM

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**Time Spent:** 03:00:08

**IP Address:** 207.165.152.254

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### Q1: 1a. TLC Local Plan Measure (1)

Current results (2013-14) from MAP, Iowa Assessments, and district created assessments will be used to develop a baseline for student achievement levels within the district. Scores from the 2014-15 will be compared to the baseline scores as a record of growth and increased student achievement.

### Q2: 1b. To what extent has this measure been met?

(no label)

Mostly Met

### Q3: 1c. Description of Results (1) (limited to 3000 characters)

The results of our Iowa Assessments in the area of Reading, grades 4, 5, 8, and 9 increased their proficiency levels from 13-14. In Math, grades 4, 5, 6, 7, 8, and 11 increased their proficiency from the previous year.

On the MAP assessment in reading, students tested in grades K, 1, 2 and 6, 7, 8 showed an overall increase in the Mean RIT score from the previous year. Additionally, all students grades K-5 took the FAST as a district wide assessment, and all students in our district grew in reading from the Winter 2014 Benchmark to the Spring 2015 Benchmark. In mathematics, grade levels K, 1, 3, 4, 5, 6, 7, 8, 10th Algebra I, 10th Algebra II and 11th Geometry made substantial gains in increasing their Mean RIT from the Spring 13-14 testing period.

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### Q4: 2a. TLC Local Plan Measure (2)

Teacher growth will be measured using the observation and data collection tools that are available through TAP....This growth model aimed at moving teachers along a continuum, and expecting all teachers regardless of current skills, to grow professionally. The plan will be monitored using data collected from these observations.

### Q5: 2b. To what extent has this measure been met?

(no label)

Mostly Met

## Impact of TLC Plan

### **Q6: 2c. Description of Results (2) (limited to 3000 characters)**

Each lesson observed was scored using the TAP rubric on a 5 point scale. This data was used by teacher leadership teams to design professional learning for teachers, create goals for implementation of research based strategies and support individual teachers in reaching their goals. This year, each teacher was observed four times. This data was used by the teachers to set measurable goals in their Professional Growth Plans. Teachers used the Professional Growth Plan, Observation Feedback and coaching conversations with their teacher leaders to grow professionally and to translate their learning into the classroom.

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### **Q7: 3a. TLC Local Plan Measure (3)**

Using the TAP data collection system, teacher leaders, building principals, and district administration can determine the impact of instruction for individual classrooms, cluster groups, attendance centers, and district-wide. Progress is tracked in all areas of the TAP teaching rubric to identify areas of reinforcement and refinement. This data will be used to evaluate the effectiveness of professional development and follow-up assistance offered in weekly cluster group trainings.

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### **Q8: 3b. To what extent has this measure been met?**

(no label)

Mostly Met

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## Impact of TLC Plan

### Q9: 3c. Description of Results (3)(limited to 3000 characters)

In year one, our goal was to collect qualitative data on teacher perception of the TLC implementation in three areas. 1) Teacher willingness to actively participate in professional development (ie. cluster classes,) 2) teacher willingness to try new things in their classrooms as a result of the feedback from observations and learning in professional development. 3) Teacher willingness to accept support from their colleagues to reach their professional goals. Based on our survey data collected throughout the year, teachers were overwhelmingly positive in regard to these three factors. 99% of our teachers felt as though the learning and support provided by our TLC plan (Professional Development and Observations) had positively impacted their practice. 100% of our teachers felt as though the support of the Master Teacher had positively impacted their practice. Also, each building creates three cycle goals for their cluster classes. These goals tie directly to the observation scores and walkthrough data collected throughout the year. Teams analyze data one time a week in their Teacher Leadership Team meetings and make instructional decisions based on that data. Together, the team determines the progress towards the Cycle goal based on this data. In addition to one hour weekly cluster classes, our teachers also engaged in professional learning for two hours every other Monday morning. We were very intentional about making this time extend upon the learning done in cluster classes. Teacher content teams and grade alike teams engaged in a variety of learning that extended upon the best practice research based strategies learned in cluster classes. Teachers used this time to work collaboratively towards a collective goal in the areas of literacy, implementation of the Iowa CORE, and in the areas of critical thinking and problem solving. The data collected through surveys, walkthroughs and observations prove that our teachers are implementing strategies and collaborating to see student success.

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### Q10: 4a. TLC Local Plan Measure (4)

*Respondent skipped this question*

### Q11: 4b. To what extent has this measure been met?

*Respondent skipped this question*

### Q12: 4c. Description of Results (4)(limited to 3000 characters)

*Respondent skipped this question*

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### Q13: 5a. TLC Local Plan Measure (5)

*Respondent skipped this question*

## Impact of TLC Plan

Q14: 5b. To what extent has this measure been met?

*Respondent skipped this question*

Q15: 5c. Description of Results (5)(limited to 3000 characters)

*Respondent skipped this question*

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**Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).**

Based on the data collection throughout the year, both quantitative and qualitative, feedback from our surveys as and formative data collected during Professional Learning, Cluster meetings and collaborative time with the leadership team, we were able to come together to make some changes to our current process and procedures for our TLC implementation. As the year came to a close, it became evident that we had different interpretations of our process, procedures and framework throughout the district.. In response to this feedback, the leadership came together for three days in June to address these issues. Together, we followed a protocol to clarify elements of our framework as well as recommend any changes to the TLC process that needed to be tweaked in order to better meet the needs of our teachers. The first adjustment we will make to our TLC implementation is with the type of observations we will conduct throughout the year. In our first year, each teacher was observed and scored on the 19 indicators on the TAP rubric by four different members of the leadership team-- one being the principal and one being the Master teacher. Next year, teacher will still be observed four times throughout the year, but will be scored comprehensively two times (first and last observation) with observations on focus areas of the rubric in between (observations 3 & 4.) Also, members of the leadership team will be able to observe teachers multiple times in the sequence. The principal is still required to observe every teacher once during the year. This change enables our teachers to receive feedback on specific areas of growth that correlate with their Professional Growth Plan. The feedback from the observations will help teachers to be able reflect upon their goals and action steps with the continuity of support with the same teacher leader. We feel the quality of coaching conversations and connections with professional learning will be richer and more complex with this change. The second adjustment we will make to our TLC implementation is that the observations will move from two announced to two unannounced, to all four being announced. During the 15-16 school year, all observations will have a pre-conference where teachers discuss their goal areas and progress towards their goal in relationship to their Professional Growth Plan, and observation and then post conference where feedback and coaching will occur in relationship to the goals articulated by the teacher.

**Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as**

Elementary Teacher: Cluster classes have been more powerful than I ever imagined they would be this year.

## Impact of TLC Plan

**impacted your school improvement plan in your district.**

Each week we focused on a different domain and studied in depth how to become an exemplary teacher in each area. Questioning was the area of refinement that impacted my teaching and my students' learning the most. Using DOK question stems and purposefully planning higher order questions has made my students think at a higher level than they ever have before. Providing time for students to communicate their answers with partners and groups of four has also impacted student thinking and ties perfectly with the Iowa Core. High School Teacher: I am so grateful for the cluster I was assigned to and gained respect and understanding for all the teachers in my TAP class. I see so much growth in myself, informally and formally on the observations in my classes by my peers. The best word is probably intentional or "structured". I can be intentional in my own head and in words or plans, but true intentionality shows up in my students' thoughts, reflections, and conversations or "on paper" in their art work. I worked hard on the intentionality of each objective in my units I was teaching, on my new rubrics matching objectives and projects from professional development time. I used lots of new TAP resources to really discover what students are thinking, knowing, and measuring. Elementary Teacher:...the conversations we now have as teachers is awesome. Everyone is thinking more about their teaching and trying to find ways to improve what we are doing. By working together we can come up with some great ways to improve student learning in our district. Principal: Cluster has given us a framework where we have opened the doors to teaching in isolation and changing from my students to our students. Now we need to utilize the framework we have built to focus on student work and the expected learning we are having student's produce or meet. This will be challenging work because it will take the focus from the teacher to the student's performance. High School Teacher: Because of its direct and frequent interactions, hands on activities, and more intimate learning environment, I have gained most of my professional growth from weekly TAP classes. While other areas of professional development have proven to be helpful, the resources and activities provided in TAP class can often easily be adapted to fit my style and approach to teaching. When focusing on specific areas of instruction—feedback, assessment, questioning, etc.—the smaller environment allows for more meaningful discussions among peers, and being able to hear what strategies work for other teachers has certainly helped to shape the methods used in my classroom. Middle School Teacher: TAP training has made me aware of the many components that create a good learning environment for students. By studying the indicators and their descriptors, it has made me aware of my teaching instruction along with the environment I create and the components of planning. Being aware of the domains, indicators, and descriptors has deepened my learning in professional development through the district and through outside sources. I see where strategies and resources would benefit learners and where those strategies would enrich a lesson because of where it would fit on the rubric.

## Impact of TLC Plan

or where it would fit on the rubric.

**Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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**Q19: Name of School District:**

North Polk CSD

**Q20: Name of Superintendent**

Dan Mart

**Q21: Person Completing this Report**

Susie Bentley & Dan Mart

**Q22: Date of Submission**

June 24, 2015